### Dorothy Moses Elementary School

**MTSS - Continuum of Support**

**Social/Emotional Skill-Building**
- Fabulous 5
- Second Step
- Moses Moments
- 30 Second Intervention
- Fix-It Plan
- Bottom Line
- RDM Booklets
- Guidance Curriculum
- Calming Area
- Feelings Thermometer
- Self-Regulation Tool-Kit
- Attendance Communication
- Parent Involvement
- Home Visits
- New Student Intake

**Academic Skill-Building**
- Individual Support
- Small Group Skill Building
- Attendance Barriers Plan/Communication
- Emotional/Behavioral Screeners
- Noon Study Group
- After School Study Group
- Check In Check Out
- ILP for Behavior – Function Based
- Bottom Line Interventions
- Peer Mentoring
- Peer Tutoring
- School Based Big Brother Big Sister
- Neighbors Network

**Self-Awareness ~ Self-Management ~ Relationships ~ Problem Solving ~ Decision Making**

**Prevent, Teach, Reinforce (FBA)**
- Attendance Plan
- ISS Skill-Building
- Intensive Individualized Support
- Special Education Supports
- Family Supports

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Jason Hornbacher: Principal  Tracy Famias: School Social Worker, Assistant Principal

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Changing Times... Changing Community

Are we keeping up? Are we changing?

Are we creating Safe Students, Safe Teachers, and Safe Schools?

What is a School Within A School?

The changing dynamics of today’s world, the work-force, family structures, science and research continue to reinforce the notion there is more to educating students than just the 3 R’s
Beneath the Behavior

• Function of Behavior
• LRE?
• Fidelity to a plan
  • What does a trauma sensitive plan look like?
• Time and Intensity of the intervention
Driving Question:

- How does a story engage staff?
- How do we support social/emotional learning?
- How do we actively skill-build with children and adults?
  - Self-Regulation
  - Resiliency
  - Executive Functioning Skills
- How do we engage a Community?
# One Story: One Process

**Dorothy Moses Elementary School**

**Jason Hornbacher**: Principal  
**Tracy Famias**: School Social Worker, Assistant Principal

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### Academic

### Skill-Building

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### Prevent, Teach, Reinforce (FBA)

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**Self-Awareness ~ Self-Management ~ Relationships ~ Problem Solving ~ Decision Making**
Elementary Mobility Rates (2017-18)

4 New
5 Moved

47 New
60 Moved

25.4
Elementary Poverty Percentages (2017-18)

LIB: 4.4%
HA: 62%
SUN: 51%
CEN: 62%
PR: 51%
SOL: 30%
MUR: 20%
LIN: 10%
BRI: 10%
MIL: 10%
ROO: 10%
NOR: 10%
PIO: 10%
WM: 10%
MOS: 10%
MYH: 10%
Walk ~ Walk ~ Walk

In ~ Their ~ Shoes
Questions to Ponder

Why the story?

If you worked in this building, how would this information influence your work? Your life?

What impact did the story have on you?
Walk in their shoes

• All Schools have a story
• All communities have a story
• All organizations have a story

• As Educators we need
  • Calm
  • Focused
  • Engaged

• How would it benefit your organization to do a Walk~Walk~Walk Story?
ACE Study

4. Emotional neglect.
5. Physical neglect.
6. Mentally ill, depressed or suicidal person in the home.
7. Drug addicted or alcoholic family member.
8. Witnessing domestic violence.
9. Loss of a parent to death or abandonment.
10. Incarceration of any family member for a crime.
ACE STUDY

- Alcoholism
- Chronic obstructive pulmonary Disease
- Depression
- Fetal death
- High risk sexual behavior
- Illicit drug use
- Intimate partner violence
- Liver disease
- Obesity
- Sexually transmitted disease
- Smoking
- Suicide attempts
- Asthma
- Cancer

A Dose-Response Relationship

Response (serious health issues) vs. Dose (ACEs)

As the dose gets bigger, the response also gets bigger.
His score is 4

Without Intervention he is 4.7 times as likely to use DRUGS and 7.4 times as likely to be an ALCOHOLIC when he grows up.
How the state of Washington is using the ACE study to reform service systems.

They collect ACE data on all public education students

Representation of an average high school classroom in the state of Washington – not inner city Seattle – the population average for the state of WA

Students with an ACE score of 6 or higher will die on average 20 years before students in the back row (ACE score of 0)
TRAUMA & The Brain

- Connections
- Adult Interactions
- Flight Fight or Freeze
- Executive Functioning
What Do We Need to Know?

- **Upstairs Brain**
  - Safety: Regulate
  - Movement: Relate
  - Emotional Engagement: Relate
  - Learning: Reason

- **Downstairs Brain**
  - Cortex (Calm)
  - Limbic (Alarm)
  - Midbrain (Fear)
  - Brainstem (Terror)
### Classroom Manifestation

<table>
<thead>
<tr>
<th>Flight</th>
<th>Fight</th>
<th>Freeze</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawing</td>
<td>Acting Out</td>
<td>Exhibiting Numbness</td>
</tr>
<tr>
<td>Fleeing the Classroom</td>
<td>Behaving Aggressively</td>
<td>Refusing to Answer</td>
</tr>
<tr>
<td>Skilling Class</td>
<td>Acting Silly</td>
<td>Refusing to get Needs Met</td>
</tr>
<tr>
<td>Daydreaming</td>
<td>Exhibiting Defiance</td>
<td>Giving a Blank Look</td>
</tr>
<tr>
<td>Seeming to Sleep</td>
<td>Being Hyperactive</td>
<td>Feeling Unable to Move or Act</td>
</tr>
<tr>
<td>Avoiding Others</td>
<td>Arguing</td>
<td></td>
</tr>
<tr>
<td>Hiding or Wandering</td>
<td>Screaming/Yelling</td>
<td></td>
</tr>
<tr>
<td>Becoming Disengaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brain Region</td>
<td>Functions</td>
<td>Critical Period</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Cortex</td>
<td>Thinking, Planning, Reasoning, Creativity, &amp; Sensory Integration</td>
<td>3 - 6 years</td>
</tr>
<tr>
<td>Limbic</td>
<td>Emotion, Attachment Memory, &amp; Sensory Integration</td>
<td>1 - 4 years</td>
</tr>
<tr>
<td>Midbrain</td>
<td>Sensory Motor &amp; Sensory Processing:</td>
<td>6 months - 2 years</td>
</tr>
<tr>
<td>Brainstem</td>
<td>State Regulation &amp; Sensory Processing</td>
<td>In utero – 9 months</td>
</tr>
<tr>
<td>Rules</td>
<td>Curriculum</td>
<td>Celebrate</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Structure Environments</td>
<td>Teach Behavior</td>
<td>Recognize and Celebrate Positive Behavior</td>
</tr>
<tr>
<td>School-Wide Rules</td>
<td>Second-Step Behavior</td>
<td>Moses Moment</td>
</tr>
</tbody>
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**Skill Building and Communication**
# Building a Continuum

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**Self-Awareness ~ Self-Management ~ Relationships ~ Problem Solving ~ Decision Making**
Activity to Consider

A start to building your continuum
What’s Next?
Active Skill Building – Adults and Children

• Self Regulation

• Executive Functioning Skills

• Resiliency
Upstairs Brain

Downstairs Brain

Strong Feelings

Learning Brain

Reason

Relate

Regulate

Adult Job

Student Brain

Confused

Strong Feelings

My Learning Brain
Self-Regulation Tools
A Non-Verbal Approach

Toys Vs Tools
Executive Functioning Skills

- Response Inhibition
- Working Memory
- Emotional Control
- Sustained Attention
- Task Initiation
- Planning/Prioritization
- Organization
- Time Management
- Goal Directed Persistence
- Flexibility
- Metacognition
Core Competencies... Emotional Intelligence

**Personal Competence**

- **Recognition**
  - Self-Awareness
    - Self-confidence
    - Awareness of your emotional state
    - Recognizing how your behavior impacts others
    - Paying attention to how others influence your emotional state

- **Regulation**
  - Self-Management
    - Getting along well with others
    - Handling conflict effectively
    - Clearly expressing ideas and information
    - Using sensitivity to another person’s feelings (empathy) to manage interactions successfully

**Social Competence**

- **Recognition**
  - Social Awareness
    - Picking up on the mood in the room
    - Caring what others are going through
    - Hearing what the other person is “really” saying

- **Regulation**
  - Relationship Management
    - Getting along well with others
    - Handling conflict effectively
    - Clearly expressing ideas/information
    - Using sensitivity to another person’s feelings (empathy) to manage interactions successfully
Teaching Resilience: The Short List (Ann Masten, Ph.D)

1. Capable parenting
2. Other close relationships
3. Intelligence
4. Self-control
5. Motivation to succeed
6. Self-confidence, self-efficacy
7. Faith, hope, life has meaning
8. Effective schools
9. Effective communities
10. Effective cultural practices
The Work - Building a Continuum
Step 1

• Historically
  • Quantitative Information – The Numbers

• Don’t Forget
  • Qualitative Information - Tells the Story of an Organization
    • Walk ~ Walk ~ Walk
    • Walk of Resiliency
The Work – Building a Continuum

Step 2

• Layering Systems of Support through Active Skill-Building with Adults and Children
  • Environments
    • What should the environment look like for children and adults?
  • Materials and Resources
    • Which materials and resources support social and emotional learning for children and adults?
  • Process and Procedure
    • What processes and procedures should be put in place which would benefit children and adults?
Connecting Your Work to Community

- Active Skill-Building
- Accessing Community Resources
- Painting a Big Picture
Building Adult Capabilities
Resources

- Nationally
  - Legislation
  - Funding

- State
  - Funding
  - A Push Towards Safe Schools

- Local
  - What does this look like in your district? Your School? Your Classroom?
Next Steps and Beyond

- Beyond Core Curriculum
- Layering Systems of Support
- Building Staff Capacity

School Within A School
## Next Steps and Beyond

### Relationships
- Students
- Families
- Staff
- Community

### Partnerships
- Agencies
- Service Providers
- Legislators